

light upon the reasons for the shocking short-comings of American collegiate education as shown in the Carnegie study by Learned and Wood entitled *The Student and His Knowledge*.

Dr. Keppel returns to a theme of earlier reports when he calls attention to the importance of fuller consideration of the place of the professionally trained men and women in the community. This year the point carries home to librarians by direct reference to the appointment, within the past eighteen months, of two laymen to influential library positions. Dr. Keppel feels that such appointments should cause us to ask ourselves both whether the layman responsible for selection of men for such posts understands the significance of professional qualifications and also whether our present machinery for the training, not only of librarians but elsewhere throughout the professions, is working adequately.

The conclusion to the report looks backward at the long-term record of the corporation and claims at least a share in certain accomplishments in a number of areas of broad human interests. Since 1911 when the Carnegie Corporation was founded, the American people have accepted the conception of education as a life-long process. The American public is more disposed than formerly to recognize that art is a matter of normal human interest. The influence of the corporation upon libraries and museums has been important. Economic, historic, and social inquiries large and small have been financed. Money has been given to aid in the endowment of colleges and universities and many of these benefits have accrued not only to the American people but to the peoples of the British Dominions and Colonies.

Librarians will be especially interested in twenty-two pages of publications listed in the Appendix. Many of these are of great importance for purchase in college and university libraries.—Neil C. Van Deusen, *Fisk University, Nashville*.

College and University Library Buildings.

Edna Ruth Hanley. American Library Association, 1939. 152p. \$4.50.

THE TITLE of this interesting volume is slightly misleading. It includes only two buildings which house a half million or more volumes and only three which serve 5000 or more students. Doubtless the University of Michigan building was included because the study was made under Dr. Bishop's supervision though his building is by some years the oldest one included. No volume can be considered a study of university buildings which does not include several other buildings of a size and type comparable to Michigan, such as Illinois, Rochester, California, Harvard, Yale. Actually this book is a study of college and *smaller* university library buildings. As such it is eminently satisfying.

The division by price ranges enables a librarian faced with a building problem to examine buildings within reach of his appropriation and to present them to college authorities without being confused by more expensive or cheaper buildings.

The section entitled, "Some Essentials in College Library Planning," is very well done. Personally I would emphasize, even more strongly than Miss Hanley does, the fact that most library buildings of the past, though planned for fifty years, have been seriously outgrown in from twenty to twenty-five years. It is impossible to place too much emphasis on the importance of planning every library

building in such a way that it can be enlarged easily without serious alterations in partitions and walls. Another thing which needs more emphasis is ample space for card catalogs. In criticizing individual plans Miss Hanley points out several libraries in which, within a very few years, the original space has proved too small. A minor point which might be mentioned is that in a bookstack all ranges should run in the same direction. Only one library in this book violates this rule but I saw two building plans this summer in which the architects seemed never to have heard of it. Another suggestion would be to emphasize that in planning the electric conduit system no circuit should be loaded to capacity and there should be some spare circuits in every switch-panel. Another possible suggestion is an ammonia or other cooling system for drinking water.

I would question the dictum that at least twenty-five square feet should be allowed for every reader in a reading room. This figure is beyond question in reference rooms and in rooms for graduate work. It is desirable but not necessary in reserved book rooms in which the average student uses only one book and a notebook.

There a narrower table may be used and still give ample accommodation at twenty square feet per reader.

Miss Hanley's criticisms of building plans are most ably done. In the best possible spirit and in the kindest words she points out defects and compliments valuable details. Some of her criticisms are obviously quotations from the librarians who have told her frankly wherein they have found their own buildings unsatisfactory. Others are discerning criticisms of the plans by Miss Hanley herself who knows the needs of college library buildings.

The book is marred by a number of typographical errors of which the most amusing is "conversation" for "conservation" on page 16.

Miss Hanley is to be commended for producing a much needed book and the American Library Association should be complimented for allowing her the size of page needed for showing plans upon a readable scale and for the unusually large number of plans and illustrations. We only wish that more buildings might have been included.—*Edward A. Henry, University of Cincinnati.*